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ABSTRACT

This report covers major events in early childhood education in 1989. Discussion addresses: (1) the possibility of newly available funding due to the end of the Cold War; (2) legislation stalled in Congress; (3) new studies documenting problems in child day care; (4) slow increases in corporate child care; (5) increases in public school child care; (6) kindergarten education; (7) increased awareness among governors, legislators, and foundations of the need to improve children's services; (8) children's television; (9) court decisions and administrative regulations; (10) reports from the states; (11) the steady rise in accreditation; (12) demographics and health; (13) poverty's harsh effects on children; and (14) challenges that have yet to be addressed. (RH)

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Early Childhood Education

THE YEAR IN REVIEW

A Look At

1989

James L. Humes Jr.

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Washington, D.C.

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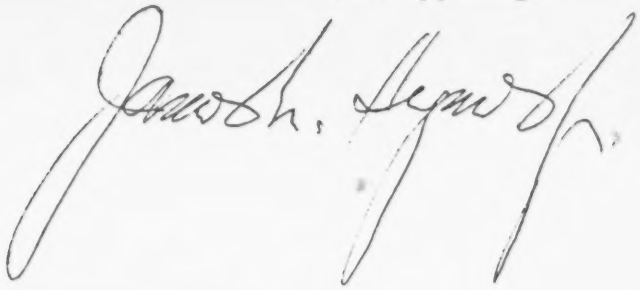
For 19 years, the distinguished Dr. James L. Hymes, Jr. has written up the highlights of each year's events relating to children. NAEYC is proud to have the privilege of publishing for the second year this invaluable booklet, which shows at a glance all the past year's significant happenings.



Appreciation

I rely heavily on many publications in the effort to keep track of all that goes on, especially: *CDF Reports; Child Care Employee News; Childhood Education; Children Today; Dimensions; Education Week; Newsletter* of the Center for Parent Education; *Report on Preschool Programs;* and *Young Children.*

I am always indebted to many individuals who feed in information, or who correct or confirm facts I have come across. This year, as in so many past years, Stanford University's Alberta E. Siegel has contributed beyond all measure facts, support, and interest. The following also have my thanks for their help in 1989: Jane Alexander, Pat Bronfman, Barbara Fischer, Kay Hollestelle, Lucia H. Humphrey, Susan Nall, Carol B. Phillips, Marilyn M. Smith, Robert V. Thompson, and Marion Wilson.

Information about NAEYC

NAEYC is . . .

. . . a membership-supported organization of people committed to fostering the growth and development of children from birth through age 8. Membership is open to all who share a desire to serve and act on behalf of the needs and rights of young children.

NAEYC provides . . .

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EARLY CHILDHOOD EDUCATION
THE YEAR IN REVIEW

A LOOK AT 1989

This is a report on the happenings in early childhood education in the year 1989 — the 19th summary of key events relating to young children in the United States with, as always, some personal comments. I invite you to look back with me on 1989, Early Childhood Education, the Year in Review.[1]

Ending the Cold War can release resources for the world's children

1989 was an astounding year. It marked the 50th anniversary of the start of World War II. More important, on November 11, 1989, the Berlin Wall was toppled — a fitting happening in the year that also marked the 200th anniversary of the French Revolution! On November 11 the mind-boggling political upheavals that had begun in the U.S.S.R., Poland, and Hungary — and caught the world's eye in Tiananmen Square in Beijing — massively erupted in East Germany and soon thereafter in Czechoslovakia. The

tremors shook every country behind the Iron Curtain . . . and were felt in the West, too. These astonishing developments — the determination of millions to have more freedoms — free speech, free press, free elections, freedom to travel — seemed to mark the end of the Cold War, which had held East and West in its grip. Certainly November 11, 1989, opened up the possibility of better days in the future for the children of Europe *and* for the children of the United States, too.

Child care bills stalled again by Congress

Large numbers of American children in the here and now could have lived their lives more safely and constructively if a good child care bill had been passed by Congress and signed by the President. But in the first session of the 101st Congress, despite promises and predictions, no such bill was even voted on!

Why?

Not because no one knew the need. The steady flood of mothers into the labor force in recent years was recognized by Democrats and Republicans alike as a severe social upheaval. In 1989, about 60% of the mothers of children younger than six were out in the labor force.

Why?

Not because Washington shied away from the cost. Four major plans received serious consideration in the first session: one from the President, one from

the Senate, and two from the House. Their price tags ranged from $5 to $14 billion, but no one blinked just because of the money. Of course, no one voted any money either.

Why?

Not because child care advocates were politically naive or quiet. Supporters organized letter-writing and telephone campaigns and personal visits with members of Congress, including a last-minute invasion of the Capitol by hundreds of sign-carrying preschoolers. No one who cared about child care could be accused of being asleep at the switch.

Why?

One reason no bill reached the floor for a vote was because of everyday practical Washington considerations. The press of other issues was a major factor: ethics, capital gains, the unbalanced budget, minimum wage, catastrophic illness, savings and loan, funds for abortion. Differences of opinion between the House Committees on Education and Labor and Ways and Means on how best to promote good child care was another complication. A further hindrance: The differing priorities of a Democratic Congress and a Republican President whose juices flowed most about reducing the tax on capital gains, not desecrating the flag, and not funding abortion.

Complexity of issues baffles Congress

A more fundamental reason for the lack of action was the sheer complexity of the decisions to be made. Everyone liked the sound of "child care," but there was little consensus about the meaning of the

words and about the social issues that "child care" opened up — especially the separation of church and state, and the role of public education. National policy on child care had not been seriously discussed since 1971, the year President Nixon vetoed the Brademas-Mondale "Comprehensive Child Development Child Care" bill. In 1989, the floor of Congress was not the easiest place to find good answers.

A further difficulty was that the child care field had grown enormously since 1971. In 1989, it encompassed such disparate groups as public schools, churches, large and small for-profit businesses, and nonprofit community groups. The workers in this now-enlarged field were themselves not always of one mind.

How should child care be funded? Were income tax credits for poor families the way to get more centers and better staff? The administration said "yes." Opponents called tax credits a red herring and irrelevant: "This is not child care legislation." They felt that while the credits were probably an aid, albeit small, to poor families, they simply could not buy top-quality child care. One compromise discussed was a mixture of tax credits to families and other grants to states.

Should federal funds be new grants to states, or additions to existing Social Services Block Grants? Should child care money go to state departments of education, or to governors' offices?

Should there be federal or state standards? Should states be left alone, each to work out its own child care standards? Or should there be minimum federal requirements for health, safety, and the

training of staff? Columnist James J. Kilpatrick used his sharp way with words to state the administration's position: "Federal standards would make some federal Child Care Czarina the great nanny of us all." Many others pointed out the obvious: Federal standards governing the quality of food and safety on the highways, as two examples, are welcomed as protections, not resented as intrusions. Don't children deserve as much care? One compromise discussed was a federal commission to develop "model standards" for states to follow, if they wished.

What groups should be funded? Should some existing instrument like Head Start — expanded in size and extended to full-day and full-year — become the main tool for child care? Or are public schools — their hours and months of operation also extended — the logical agency? Or is child care "different," a protective service that churches can do best? In 1989, church-based groups were essential parts of the child care field, but could federal aid to given to them without breaching separation of church and state? One compromise discussed was funding if there were no discrimination in enrollment and hiring, and no religious instruction.

What children are involved? Should tax credits be given only for children under age four? Or for school-age children, too, and if so, up to what age? 13? 15? Was federal aid needed only for the children of poor families? Were middle-income families able, on their own, to find that wonderful pot of gold at the end of the rainbow, "affordable high-quality care"? What about mothers who stayed home to care for their own children? Would federal aid only for

mothers working outside the home subvert the American family? And where do family day care providers fit in?

The questions were too hard, the divisions too deep, the emotions too strong, the time too short for solutions in the first session of the 101st Congress. Senator George J. Mitchell (D-ME), Majority Leader, was optimistic about the second session. He assured one and all that child care would be high on the agenda in January 1990. Child care advocates were worried about the lapse of time between the first and second sessions. Would the steam go out of the child care drive? Still others worried about the compromises that would have to be made. Would the resulting legislation only call to mind the famous definition of a camel: "a horse planned by a committee"?

New studies document problems in child care

The year did not bring new federal aid, but it did turn up facts galore about child care. The most important investigation: the examination of **the quality of care** by the Child Care Employee Project.[2] This was the first major look at the field since 1978, when Abt Associates published *Day Care Centers in the U.S.: A National Profile, 1976–1977*. The Child Care Employee Project investigators, led by Marcy Whitebook, Carolee Howes, and Deborah Phillips, studied conditions and tested children in 227 centers in Atlanta, Boston, Detroit, Phoenix, and Seattle. The main finding was

abysmally low wages . . . . It is staggering how little child care staff earn compared with what other comparably educated women in the work force earn. When child care wages . . . are compared with the wages of comparably educated men, the disparities are even more striking.

Compounding the trouble, only 40% of staff had health coverage; 20% a retirement plan; 30% a written contract; and 4% the protection of a collective bargaining agreement. Hardly surprising, the result was an annual staff turnover of 41%. The hurt to youngsters was equally predictable, but the study provided solid evidence: "Children attending lower-quality centers and centers with more staff turnover were less competent in language and social development." The report made five recommendations: Higher child care teacher wages ("the most important predictor of quality"); better training for staff; more rigorous state and federal standards; the establishment of industry standards; and massive public education about the importance of adequately training and compensating child care teachers. Most striking was this indictment (emphasis added):

Faced with . . . a pool of consumers with limited ability or inclination to pay the full cost of care, and restricted government and corporate funds, *our nation has implicitly adopted a child care policy which relies upon unseen subsidies provided by child care teachers through their low wages*. . . . This policy forms a shaky foundation upon which to . . . nurture our children while their parents earn a living.

Several excellent city and state surveys uncovered **the weakness in state regulations.** Michigan learned that only 44% of its under-fives needing care were in regulated facilities.[3] Similarly, a Virginia watchdog agency, the Joint Legislative Audit and Review Commission, reported that while 74,000 children were in regulated child care centers, 81,000 were in unregulated programs. Worse: Only 2,500 children were in regulated family day care homes and 175,500 youngsters were in unregulated settings![4] A four-year study by the American Academy of Pediatrics and the American Public Health Association revealed that only 48% of the states require handwashing procedures for caregivers and children to control infectious diseases; only 50% require up-to-date immunizations; only 54% require sanitary food handling; and only 20% call for energy-absorbing surfaces below swings, slides, and climbing apparatus.[5]

The desire for federal protections was also uncovered. In a Harris poll conducted for the Philip Morris Co., only 25% of the parents interviewed believed that their children currently received quality care. Eighty-five percent endorsed minimum federal standards as a means of ensuring acceptable quality.[6] A survey by the Child Care Action Campaign showed similar findings: 8% opposed minimum federal standards on health, safety, and staff/child ratios, but 69% were strongly in favor of these protections.[7] Answers to polls, however, undoubtedly are affected by how questions are worded and by who asks them. Kinder-Care commissioned a poll

involving 502 telephone interviews: 59% of those interviewed said they preferred state rather than federal standards.

The gaps in child care were spotlighted. In North Carolina, the Child Advocacy Institute reported that the state had only enough facilities to serve one of every three children in need of child care. Minnesota found it had fewer than four places in licensed day care for every 10 children younger than five needing care.[8] A New York City survey showed that, despite its many programs, an additional 100,000 children under six needed child care services. One among many reasons for the city's shortage: Virtually no construction of new day care facilities since 1975.[9] Philadelphia found it had space for 2,000 6- to 12-year-olds, leaving 50,000 "alone and unsupervised." The city's School Age Child Care Coalition urged that programs for latchkey children be given top priority. Nationwide, nine out of 10 city officials reported that child care "overshadows all other needs for city children."[10]

The high cost of what too often was low-quality child care was also studied. The Census Bureau reported that working parents spent $14 billion on child care in 1986. A not surprising but disturbing fact was that poor parents paid 22% of their monthly income for child care, the most affluent families only 4%.[11] The Philip Morris survey found a similar uneven burden. An NAEYC Public Policy Report by Sandra Hofferth put the child care proportion of the family budget at 25% for low-income families, 10% for those in the middle-income bracket.[12]

Where children received care was another area of investigation. Hofferth reported:

> Care in the child's home (by relative or nonrelative) has declined considerably. Usage of family day care has increased slightly. Center care, including infant care, has increased most of all. Still, about half of all children are cared for by a relative. Care by father constitutes about half of the care by relatives.[13]

This was in line with the findings of two surveys by *Child Care Information Exchange*.[14] The magazine found a great growth in center care and almost no growth in family day care. It reported an 11% expansion by the five largest national child care chains (Kinder-Care, La Petite Academy, Children's World, Gerber, and Children's Discovery Centers) and a 31% expansion by regional chains. The magazine's estimate: 53% of all centers are operated for profit, the largest number of them by independent proprietors, and 7% by national and regional chains.[15]

All these facts and figures bring to mind the wise statement Baltimore's Sadie Ginsberg made as far back as 1974 in her Hacienda Press Living History Interview, *The Child Care Center Chronicle:*

> There never is a shortage of child care facilities. Every one of the millions of mothers in the labor force has had to find some kind of child care. That is one of the terrible realities. If a mother is on a job she *must* have some plan for her child. She may lock her child in her car. She may get a bad baby-sitter or put her child in a bad foster home or in a quite bad center. The problem isn't the shortage of facilities. It is the shortage of *good* facilities.[16]

Corporate child care slowly increasing

Corporate-sponsored child care plans were good for many human-interest stories in 1989.[17] Plans ranged from part-time and flexible work schedules, to referral assistance, to parental leave, to company vouchers (like traveler's checks) to pay a nanny, a neighbor, or a center for child care. One innovative approach: Honeywell's Minneapolis System and Research Center paid 80% of the care cost for an employee's mildly ill child, either at home by Tender Care for Kids or at Chicken Soup, a downtown center for ill children.

Most likely to make the headlines, however, was the increase (slow but steady) in the centers established by businesses for their employees' children. (A cynical thought: that behind the headlines lurked the hope that business might take over responsibility for child care and solve everyone's problem.) Among the 1989 newcomers were: Wang Laboratories, Chelmsford, Massachusetts; Warner Bros. Studio, Burbank, California; Northern Trust Co., Chicago, Illinois; the regional U.S. postal center in Syracuse, New York; Deaconess Medical Center, Spokane, Washington; New York City's Police Department at its downtown Manhattan headquarters; and — guess who? — the C.I.A. in Langley, Virginia. Announcements of plans for employee centers came from Johnson & Johnson, New Brunswick, New Jersey; the Denver, Colorado, Fire Department; and AT&T, which set up a $5 million fund for centers for its employees. One estimate was that 1982's seven work-place centers had grown to 99 in 1989.

On-site child care corporate centers presumably paid off by attracting able workers, lessening absenteeism, holding good people on the job, and increasing productivity. Sometimes, however, the cost of running a center outweighed the benefits. In 1989, Children's Hospital in St. Paul, Minnesota, closed its 80-child center. Employees had paid a tuition of $90 to $125 a week, but this did not cover expenses. The center operated at a loss of about $100,000 a year.

On-site centers present another problem. They are best suited for large companies with many employees. The Kaiser Child Service Centers found this out during World War II. Stride Rite, Campbell Soup, Merck & Company, and many hospitals and government agencies find the idea practical today. The on-site center is not a solution for smaller companies, however. One 1989 approach for them was child care centers in industrial parks, open to the employees of several companies. New Jersey had six such centers in 1989, with plans for a dozen more on the drawing boards. The Director of Marketing and Leasing of one industrial park explained the growth: "Child care is key to our amenity package. Without it some tenants would go elsewhere."[18]

Public school child care on the rise — 17% of districts offer care

One promising approach, much older than corporate child care — public school child care — also had steady, slow growth in 1989. Years earlier, from 1942 to 1946, during World War II, 600,000 children

were in the federally supported Lanham Child Care Centers. Lanham Centers operated in 41 states, 95% of them in public schools. In 1989, Wellesley College's School-Age Child Care Project found that about 17% of the nation's school districts offered some form of child care or allowed community groups to use school buildings for that purpose. One eye-catching example: In 1987, the public schools of Dade County, Florida, opened a combined public kindergarten-child care center at the downtown Miami headquarters of the American Bankers Insurance Group. The center has since expanded to include first grade. In 1988, Dade County started a similar child care center-public school at Miami International Airport. In 1989, the St. Paul, Minnesota, public schools followed these examples, joining hands with the First Bank System to create a "workplace school." The St. Paul center is a combined free kindergarten for four- and five-year-olds and a child care program ($75 a week for fours, $70 for fives). The bank contributes rent-free space; the school provides staff and materials. Bank employees have priority in enrolling their children, but the "workplace school" is also open to other downtown workers.

On a larger scale and in a style more likely to be followed, the public schools of Independence, Missouri, use their own buildings for child care before and after school for children ages five to 12, and two schools offer full-day child care for threes and fours. Parents pay a small fee for child care; foundations and service organizations have contributed money to make a sliding scale of fees possible. One unusual feature: The Independence schools maintain an

outreach program of help for family day care providers. They also carry on parent education for mothers of infants and toddlers at home.

The foremost advocate of this idea has been Yale's Professor of Psychology Edward Zigler, member of the national committee that set up Head Start and in 1970 the first Director of the federal Office of Child Development. Zigler's paper, "The School of the 21st Century,"[19] provided the basis for the Independence program and in 1989 stimulated the Connecticut legislature to vote $500,000 for a similar program in a rural, a suburban, and an urban school.

A strong case can be made in favor of public school child care: the use of empty school buildings in the early morning and late afternoon, on holidays, and in summertime; schools' ability to pay qualified staff; better overall supervision; the breaking down of the wall so often erected between child care and education; fewer transportation headaches for parents; and greater peace of mind about children's safety.

Backing for the idea comes from many sources (this writer included). Thomas A. Shannon, Executive Director of the National School Boards Association, agrees that school-based child care is in the cards: "The school of the year 2010 will be different from today. There will be a substantial child-care and early-childhood-education component. The schools will be like more of a community center."[20] Robert Henley, Superintendent of Schools in Independence, put his feeling this way: "Community support has been phenomenal. We could never get out of the business now. We're in it for life, I'm sure."[21]

Not everyone is enthusiastic, however. Critics point out that in urban areas, where the child care need is greatest, schools are often already overburdened and inadequate. Other critics charge that too many schools everywhere are over-structured and not suited to young children.

Obviously, there are no easy paths to top-quality child care, and probably no one way to go. In 1989, proprietary care came in for very stinging criticism from the University of Michigan's Samuel J. Meisels and L. Steven Sternberg: "Proprietary care satisfies the criteria of affordability and economic self-sufficiency . . . by placing children in large groups with poor staff/child ratios and inadequately trained caregivers."[22] Sharon Lynn Kagan and James W. Newton reached less harsh conclusions. They studied centers in Connecticut, a state they recognized as one having high child care standards: "Nonprofits were typically superior to for-profits, with government-subsidized nonprofit centers (ranking) highest. . . . Across the board in this one highly regulated state, and in spite of important for-profit/nonprofit differences, we found good quality care."[23]

Maybe in a field so large and with the need so great, there will always be room for many approaches. The answer to good quality may not lie in who runs the program, whether school, church, corporation, for-profit business, or nonprofit community agency. The key may be good regulations (local, state, federal) that are firmly enforced.

Kindergartens: All you really need to know is not on a test

Good kindergartens got a boost from an unexpected source in 1989. Robert Fulghum's book—more than half a million copies sold and Number One on the national nonfiction list throughout the year—laid it right on the line: *All I Really Need To Know I Learned in Kindergarten.*[24] Talk of back to the basics! Unitarian minister Fulghum's book made no bones about what really counts, for grown-ups as well as for children: Share . . . Don't hit . . . Say you're sorry when you hurt somebody . . . Clean up your own mess . . . Flush . . .

It was also a boost for common sense in kindergartens when Georgia, after one year's experience and many protests, dropped its requirement that fives pass a paper-and-pencil test as a condition for promotion. Nationwide, however, the place of testing continued to stir debate. NAEYC was a leader in raising questions about over-reliance on testing for screening, for admission to kindergarten, and for promotion.[25] The butt of many of the questions was the Gesell Institute of Human Development, founded in 1950 (not by its namesake but by former associates). Heavily promoted, its materials had been used in 15% to 18% of the country's school districts. Critics charged that the Gesell norms were out-of-date and that single test scores were inadequate for making decisions about children. Questions raised about Gesell materials and the way many schools used them took their toll. In 1989, the Institute suffered financial losses, cut its full-time staff from

47 to 9, and faced an uncertain future.[26] Over-anxious parents who feel they must touch every base can always turn to the book with the hard-to-believe title: *The Baby Boards*(!): *A Parents' Guide to Preschool and Primary School Entrance Tests.*[27]

Full-day kindergarten increase — what about quality?

Another live kindergarten issue was the 9-to-3 versus the half-day program. In 1989, the full-school-day schedule gained momentum. New York State districts had 443 full-school-day compared to 301 half-day sessions . . . Connecticut increased the number of districts offering the longer hours from 17 in 1985 to 42 in 1989 . . . Two states, Florida and North Carolina, and the country's largest school system, New York City's, had only full-school-day programs.

Barbara Willer of NAEYC raised a yellow caution flag about the resurgence of school-day programs: "If you are moving to an all-day focus to cover more material, you are probably doing more harm than good."[28] Two other early childhood specialists, Susan W. Nall of Southern Illinois University at Edwardsville and Leslie R. Williams of Teachers College, Columbia University, took the lead in promoting a National All-Day Kindergarten Network to work for high quality in the rapid movement toward full-day programming.

Two points worth noting: One, prior to World War II kindergartens everywhere were school-day length. The post-war change to half-days, today looked on as the norm, came not because of any perceived harm

to children. The reason was simply the shortage of space and teachers. Two, the hours of neither half-day nor school-day scheduling fit the working mother. Neither solves the pressing problem of child care for five-year-olds.

A chorus of concern from governors, legislatures, and the Ford Foundation

Potent groups had early childhood very much on their minds in 1989. The **National Governors' Association,** meeting in Little Rock, Arkansas, in February, reported that 35 governors in their State of the State messages had stressed the need to improve children's services. The association's Task Force on Children specifically called for far-reaching prenatal care and immunization programs, and preschool and child care programs, especially for "at-risk" children.[29] In May, the **National Conference of State Legislatures** urged better coordination of preschool and child care programs, calling for an end to the widespread split that places early childhood services under departments of education and child care under departments of social services.[30]

Also in May, the **Ford Foundation** released a major study, *The Common Good: Social Welfare and the American Future*. Among other proposals, it recommended tripling Head Start to reach 900,000 more three- and four-year-olds and doubling the funds for WIC, the supplemental food program for Women, Infants and Children. The Foundation's

conviction: "What good preschool child development programs do is help tilt the odds for poorer children away from failure and toward success." It hoped this report would start a national debate on "this country's social deficit." In August, the Foundation issued *Quality Preschool Programs: A Long-Term Social Investment*, prepared by High/Scope's David Weikart. Weikart warned against "direct instructional techniques" in preschool and explained that the most successful programs accept children at their developmental level, allow them to explore materials and interests on their own, and let them solve problems independently.[51]

The so-called **Education Summit Meeting** in Charlottesville, Virginia, in October with President Bush and all the nation's governors heard many voices backing expanded and improved early childhood programs. Unfortunately, only whispers were heard telling where the money would come from to do a good job.

Television — what kind of national schoolhouse?

"Sesame Street" turned 20

Birthday greetings poured in on "Sesame Street," born November 10, 1969. As it began its 21st year, the program had an estimated 14 million regular viewers in the U.S.A. and many more millions in 80 other countries. The Smithsonian's National

Museum of American History marked the event with a special summertime exhibit, "Sesame Street, 1969–1989: The First 20 Years." The Academy of Television Arts and Sciences gave "Sesame Street" two more Emmys — it had previously awarded the show 36! Joan Ganz Cooney, "Sesame Street" founder, was saluted as "Person of the Week" on the June 6 ABC *Evening News*. Perhaps best of all, in 1989, nonprofit "Sesame Street" sold $56 million worth of licensed books, dolls, games, and other products, a major source of its support.

"Sesame Street" was involved in still another birthday, the arrival of Baby Gabriella, child of fix-it shop owners Luis and Maria. Maria's pregnancy on the show was evidence of how "Sesame Street" had broadened its original limited aims to teach three-, four-, and five-year-olds the alphabet and to count to 10. The 38 choppy episodes that made up the May 9 program dealing with Gabriella's birth, "brought to you by the letter B and the letter M," showed how much "Sesame Street" had stayed the same (although it now teaches counting up to 40).

1989 also brought "Sesame Street" a new complaint, that it actually failed to reach the most disadvantaged children in inner-city and rural slums, the children for whom it was intended.[32] Children's Television Workshop, which produces the show, announced a $1.2 million grant to the University of Kansas for a seven-year study of the program's reach and effectiveness.

Commercial television still irresponsible

Commercial television, too, came in for criticism. Through the past 20 years commercial television has not tried its hand at good programming for young children. It has left the field to public television, and PBS has been content (or forced by lack of resources) to rest on its laurels. A provocative proposal came from Senator Timothy E. Wirth (D-CO) that commercial broadcasters, in return for having virtually abandoned children's educational TV, be made to contribute money to public television. Also trying to jog matters along, Edward L. Palmer, former vice president of the Children's Television Workshop, called for a federal investment of $65 million in children's television, the equivalent of $1.49 per child per year.[53]

Senator Daniel Inouye (D-HI) called commercial television's present children's schedule "rubbish"; Senator Albert Gore (D-TN) charged it with "strip-mining our children's minds"; others spoke of it as "a ghetto" and "a wasteland." These sharp comments came in testimony favoring a bill — discussed but not acted on — to limit ads on children's shows. How severe a cutback? A generous 10½ minutes of ads per hour on weekends and 12 minutes on weekdays was proposed. Since deregulation in 1984, the norm has been 12 to 14 minutes per hour. Deregulation blithely assumed that the market would regulate itself, a rosy hope never fulfilled.[54] In addition to distress over the proliferation of ads, many groups — The National PTA, American Psychological Association, and American Academy of Pediatrics — also worried about the impact of violent TV on children.

Sadly we say goodbye

On February 23, 1989, **Katharine Whiteside Taylor** died at her San Francisco home at age 91. In 1927, she founded the Children's Community in Berkeley, California, the fourth co-op nursery school in the United States. Inspirer of the co-op nursery school movement, she headed programs of parent participation nursery schools in the Berkeley, Oakland, Long Beach, Seattle, and Baltimore public schools. The idea has spread so that today many public schools throughout the country have parent participation nursery schools, using adult education funds for their support. To honor her, the first international headquarters of the co-op nursery school organization at Baie d'Urfe, Quebec, Canada, was named the Whiteside Taylor Centre for Cooperative Education. In 1960, Dr. Taylor was a founder of the American Council of Cooperative Preschools, now called Parent Cooperative Preschools International (PCPI).[38] Co-ops have faced difficult problems in recent years as mothers entering the labor force have no longer been available for participation. In 1989, however, several hundred schools were thriving in 32 states and seven Canadian provinces, and the parent participation idea, a co-op legacy, had become a fact of life in Head Start.

Among other 1989 deaths of major interest for the early childhood community: **Fran Allison**, age 81, of the much-loved 1940–1950 TV show, "Kukla, Fran and Ollie" . . . **Marcia Fochler**, age 58, recently elected NAEYC Board Member, past president of the California AEYC . . . **Michael Harrington**, age 61,

political theorist whose 1961 book, *The Other America*, fed the awareness that resulted in Head Start and other War on Poverty programs . . . **Norma Law**, age 72, long at Wayne University, head of Early Childhood and the Child Study Centre at the University of British Columbia 1969 to 1978 . . . **Robert R. Sears**, age 80, director of the Iowa Child Welfare Research Station 1942 to 1949, head of Psychology at Stanford University 1953 to his retirement in 1973.

1989 also marked the end of the 10-year grant of the Bush Foundation for **Centers in Child Development and Social Policy** at UNC-Chapel Hill, UM-Ann Arbor, UCLA, and Yale University. All four Centers announced plans to continue parts of their work.

One "strange" small death, unusual enough to catch the attention of several national columnists and the weekly news magazines: the ending of its nursery school, founded in the early 1930s, by New York City's well-known Dalton School. The reason? Success! The nursery school had too many three-year-old applicants, over 200 for 34 openings.

A sidelight, occasioned by the passing of Katharine Taylor: In 1960 when she and Kenneth Wann, then a professor at Teachers College, Columbia University, led in forming the American Council of Cooperative Preschools, many (including this writer) saw this new group as a threat to the still-feeble National Association for Nursery Education. Today, NAEYC — over 72,000 members strong — feels unthreatened and gladly included in its 1989 Atlanta Annual Conference NASCD, NAHAGCP, NOGDLS, AGGESS, NAECTE, MAFDG, NAGGERA, SAGGA, NGGGG, USNG-OMEP, MEGA, and AGGGI. (There is

no prize even if you can give the full names of these many early childhood associations. Sorry about that!) However, you should know the meaning of one set of initials involved in the Conference: *DAP*. This is truly becoming a password![56]

Appointments, celebrations, and other happy events

Cathy Grace, leader in the 1982–1986 struggle to get public kindergartens in Mississippi, was appointed the first Executive Director of the Southern Association on Children Under Six. SACUS, grown to more than 16,000 members in 13 states, held its 40th Annual Conference in 1989 . . . **NAEYC** marked the 25th anniversary of the change of its name from the National Association for Nursery Education and the change of its journal's name from *The Journal of Nursery Education* to *Young Children* . . . 1989 also marked the 25th anniversary of the awarding of the Caldecott Medal to ***Where The Wild Things Are*** by Maurice Sendak, over one million hardcover and two million paperbacks sold, and still selling . . . The widely respected ***New Yorker*** magazine (March 27) carried a glowing profile of Marian Wright Edelman and the Children's Defense Fund under the apt title, "A Sense of Urgency" . . . Always welcome, a new Spock book, ***Spock on Spock: A Memoir of Growing Up With the Century*** (1989, Pantheon) . . . another new arrival: the prestigious **National Commission on Children**, appointed by the President, the Speaker of

the House, and the President pro tempore of the Senate, chaired by Senator John D. Rockefeller IV (D-WV), named "to develop a policy agenda to improve the opportunities for every American child to achieve her or his full potential and to enhance the capabilities of families to care for and nurture their children" . . . the **World Organization for Early Childhood Education (OMEP)** announced plans to convene its World Assembly and Congress in August 1992, probably in Indianapolis.

Rulings and regulations

Children and the law were entangled in various ways in 1989. The U.S. Supreme Court let stand a Fourth Circuit Court of Appeals decision that allowed Virginia to exempt church-run child care centers from the state's health and safety regulations. The ruling may have nationwide repercussions but was binding only in Virginia, Maryland, North and South Carolina, and West Virginia. . . . In 1987, 8.5 million taxpayers claimed a total of $3.5 billion in credits for child care. IRS suspected that many care providers, paid in cash, did not report their income. The Revenue Service announced that, beginning with 1989 tax filings, parents claiming a child care credit must provide the name and social security number of their day care provider. If enforced, the ruling could drive up the cost of child care. . . . The conviction of Joel Steinberg of first-degree manslaughter for the death of six-year-old Lisa Steinberg after a widely publicized trial focused public attention on child abuse.

One pessimistic estimate from Dr. Richard Krugman of the Kempe National Center for Prevention of Child Abuse and Neglect in Denver: "There were five deaths a day from abuse before Lisa died, and five deaths a day ever since."[87] . . . Fremont, California, would have been the first U.S. city to provide free child care for all — infants, preschoolers, schoolagers — *if* voters had approved a $12 per household tax and a 20% surcharge on business taxes. The voters said "No" to the daring proposal, 4 to 1. . . . Collections of child support payments reached a record $4.6 billion, the 13th annual increase since the start of the federal-state Child Support Enforcement Program.

Alar off apples

One specific health threat took many parents and teachers of the young by surprise in early 1989. The chemical Alar, used to keep apples on the tree longer and to improve their color and firmness, was identified in February by the Natural Resources Defense Council as a particular hazard for preschoolers. The Council noted that young children eat seven times more apples and applesauce than do adults, and drink 18 times more apple juice. According to the Council, this heavy consumption exposed young children to high danger of cancer. The Council claimed that the Environmental Protection Agency's standards for allowable pesticides, based primarily on adults, were inappropriate and inadequate. Many schools took apples off their menus; many homes took them off their shopping lists. Apple growers argued that the scare was out of all proportion, that

only five percent of the growers ever used Alar and then only in three varieties: Red and Golden Delicious and McIntosh. The worry ended in June when sole producer Uniroyal Chemical Company stopped production and recalled all supplies of Alar. EPA then put a final cap on in November, banning Alar.

Reports from the states

Among a bevy of exciting state developments: **Florida** celebrated the 10th anniversary of PREP, its Primary Education Program, which requires districts to reduce K–3 class size, to identify "at-risk" children, and to emphasize individualized education. The 10-year cost was $1 billion, and seemingly well worth it. Florida also doubled, to $50 million, the state's funding of its pre-K program. . . . After two years of tryouts in 17 school districts, **Georgia** voted $20 million to expand its Special Instructional Assistance (SIA) program. SIA calls for reducing K–1 adult-child ratios, frequently 26 to 1, to 17 to 1. It also promotes more hands-on experiences for children and closer home-school relations. . . . **Rhode Island** voted $1 million for Project Early Start, a new program for disadvantaged infants and toddlers and their families, and increased its state contribution to Head Start, enabling it to serve 500 additional children. . . . **New York,** whose Governor Cuomo is committed to "The Decade of the Child," added $4 million for its extensive public program for fours. . . . **Indiana** voted $2 million for preschool "at-risk" youngsters.

Additional causes for joy: **Virginia** created a Council on Child Day Care and Early Childhood to

coordinate child care, Head Start, and private programs and to identify needs and gaps. . . . **Minnesota** dedicated one penny of a 15-cent tax hike on cigarettes to establish a Children's Health Plan for uninsured one- to eight-year-olds. The Plan offers "a cornucopia" of preventive medical services, including unlimited free visits to doctors, but does not cover hospitalization. . . . Teachers in **New York City**'s publicly funded child care centers won pay parity with public school teachers holding the same credentials: $23,000 for starting teachers with B.A. degrees; $24,500 for those with an M.A. (In sharp contrast, the federal General Accounting Office compared the average take-home pay of elementary school teachers and full-time, full-year preschool teachers in 265 centers accredited by NAEYC's National Academy. The score: Elementary, $27,400; Preschool, $13,700.)

Accreditation steadily rising

Ranking very high in the "good news" department: The number of voluntarily accredited early childhood centers in NAEYC's National Academy of Early Childhood Programs continued to increase steadily, reaching more than 1,000 at the end of 1989. In addition, Missouri had accredited 75 centers in the state through its Voluntary Accreditation Program. Missouri announced that its Infant-Toddler Accreditation was to begin in early 1990, as was its School-Age Child Care Accreditation being developed cooperatively with the Missouri State Department of

Education. The National Association for Family Day Care joined the ranks of accrediting organizations, setting up procedures "to provide professional recognition and distinction to family day care providers whose services represent the highest standards of quality child care." Just under way, NAFDC awarded 28 Certificates of Accreditation in 1989 to family day care homes in seven states, a drop in the bucket of the estimated several hundred thousand homes but a significant start.[88]

The news from the Council of Early Childhood Professional Recognition was also good: 600 attended the first CDA National Conference in Washington in July; a very impressive 26,649 CDA Credential Awards had been given since 1975, the first year of the program; and the CDA Credential is listed as a qualification in the child care regulations of 42 states and the District of Columbia.

Demographics and the health scene

The number of babies born in the United States continued the upward course started in 1977, with a 1% increase in 1987 and an estimated 2% rise in 1988. The reasons for the boomlet: not a rise in the fertility rate but in the number of women in their childbearing years, *and* a substantial increase in children born to women aged 30 and older (27% of all births) and in second or third children born to women 35 to 39 years old. In May, the Census Bureau counted 18.5 million children younger than five in

the United States. The forecast for the future is a very slight increase in 1990 and then a shrinkage to about 16.8 million by the year 2000. 1988's children were spread throughout the country, from 2,381,000 under-fives in California to a mere 39,000 in Wyoming.

Other Census Bureau data with significance for children: The life expectancy of a White child born in 1986 was 78.4 years, up from 75.3; the prediction for Black children moved in the opposite direction, dropping from 69.7 in 1984 and 69.5 in 1985 to 69.4 in the latest year, 1986. . . . The number of single-parent households doubled from containing 12% of all children in 1970 to 24% in 1988. The number of out-of-wedlock births and of one-child families also increased. . . . There was a miniscule drop in the number of divorces, down to 1.178 million in 1986 from 1.190 million in 1985. Some population students, pointing out that divorce figures do not count the marriages that end in separation, estimated that two-thirds of all first marriages will be disrupted if present trends continue.[59]

How well does the U.S. treat its 18.5 million young children? Some fare well without doubt: healthy, in stable families, secure. But the many children dependent on the public's good will were in dire straits. Long years of heavy spending on the military, long years of an aversion to taxes for social services had taken a toll. "Depressing" is the only word to describe 1989 reports on children's health.

Three groups of young children, not heretofore in headlines, made news. An estimated 375,000 **"crack babies"**— children whose mothers had used drugs during pregnancy — were born, a three- to four-fold increase over 1985. The number of **young children**

with AIDS in 1988 was double that in 1987, making that disease the ninth leading cause of death among one- to four-year-old children. The Centers for Disease Control added a new element to what it called "the dreadful statistical march of AIDS": the prediction that 3,000 infants would be born each year already infected with the AIDS virus, to be added to those who get the disease postnatally. **Fetal alcohol syndrome** (FAS) was the third new cause for concern. Fifty thousand babies are born each year to mothers drinking alcohol during pregnancy, unaware or uncaring that this can cause serious physical and mental problems for the unborn child. By one estimate, FAS is responsible for 20% of all cases of mental retardation.

A safe and accurate prenatal test for genetic defects, **chorionic villus sampling**, was announced in March in the *New England Journal of Medicine*. Its virtue is that testing can be done as early as eight weeks after conception, much sooner than is possible with amniocentesis, previously the only testing method available. This earlier testing can reassure many women at risk for having children with birth defects that all is well so they can continue their pregnancies untroubled. If the test indicates defects, it gives other mothers the option of a safer, simpler abortion.

Old health problems hung on to haunt us. The Centers for Disease Control reported the largest number of cases of **measles** since 1980. One explanation came from the National Association of Children's Hospitals and Related Institutions. It reported that more than 40% of under-fours have not had their basic immunizations.

Even a minuscule bit of good news had a worrisome flip side. Overall **infant mortality** decreased from 10.6 to 10.4 deaths per 1,000 (8.9 for White babies; 18.0 for Black infants), but a breakdown showed many state figures up rather than down. Fifteen states reported increases in infant mortality, with Native American babies in South Dakota leading: 27.5 deaths per 1,000 live births. Black infants in the District of Columbia were second in this grizzly scoring at 24 deaths per 1,000, and infants born in poor rural counties died at a rate of 13.6 per 1,000. Worldwide, the U.S. ranked 18th in infant mortality.

Even more unsettling, the Fordham Institute for Innovation in Social Policy released its broader measure of child well-being, the Index of Social Health for Children and Youth. This Index combines six critical areas: infant mortality *plus* child abuse, children living in poverty, teen-age suicide, teen-age drug abuse, and high school dropouts in a scale running from 0 to 100. In 1970, when figures were first compiled, the Index stood at 68. In the latest report the Index plummeted to 37 (!), making 1987 "the worst year for children in two decades."

Another troubling report, this from the Mental Health Division of the Institute of Medicine: At least 12% and perhaps as many as 22% of America's children are mentally disturbed. Two major reasons are poverty and harsh child-raising methods. The Division issued the familiar warning that quiet children with emotional troubles too frequently go unnoticed.

In other critical health areas, the number of children born with low birthweight increased. Births

by 15- to 17-year-olds also increased, as did the percentage of children born prematurely. The two organizations whose studies spotlighted these problems — the Children's Defense Fund and the National Association of Children's Hospitals and Related Institutions — offered several explanations for our plight: poverty; too little or too late prenatal care; lack of health insurance (12 million children); inadequate Aid to Families with Dependent Children; inadequate funding of Medicaid and of the Supplemental Food Program for Women, Infants and Children.[40]

Poverty's harsh effects on children

The picture of poverty in the United States was no easier to look at. Headlines called the first-ever statewide report on the *Conditions of Children in California* "Shocking!"[41] The single most disturbing fact was that 1.78 million youngsters, birth to age 18, live in poverty. The percentage of poor children in the so-called "Golden State" increased from 15% in 1980 to 23% in 1989, and it is predicted that the situation will be worse by the year 2000. The study found, not surprisingly, that with poverty came more chronic medical needs than better-off children had, more emotional turmoil, more trouble with the law and in school — most of the poor children were two or more years behind educationally. State Superintendent of Public Instruction Honig summed up: "What's going on in California is shameful."

Regrettably, California was not unique. A similar analysis, *The State of the Child in Indiana*, found one in four Hoosier children living in poverty.[42] New York State also held a mirror up to its children and saw the same sad image. One forecast: 30% of New York's children will live in single-parent households in the coming decade and in 50% of these households the parent will not have graduated from high school. One certainty: Most of these children and most of these parents will be poor.[43]

Equally dismal reports came from two broader studies. The National League of Cities issued *Poverty in Cities*.[44] It found a growing concentration of urban poverty, a discouraging increase in the length of time a person remained poor, and a worrisome rise in the proportion of children in poverty. In the same vein, the House Select Committee on Children, Youth and Families found 22% of children under age six in poverty, the poorest segment of the U.S. population. Rep. George Miller (D-CA), Chairman of the Committee, warned: "They are locked in. We are launching millions of children on courses of failure."

A much-discussed 1988 book, *Within Our Reach: Breaking the Cycle of Disadvantage* by Lisbeth and Daniel Schorr, offered one proposal: Greatly expand Head Start's Parent and Child Centers for infants and toddlers — in 1989 there were only 37 PCC programs! — and fund Head Start itself so that it would reach five times as many three- and four-year-olds as it presently does.

The year brought forth three very concrete developments. First, the Ford Foundation and the Carnegie Corporation of New York donated $4 million to

establish a **National Center for Children in Poverty.** Based at Columbia University's School of Public Health, the Center's charge was to publicize every known beneficial approach for disadvantaged children younger than six. Second, the Packard Foundation gave an initial $1 million grant, to be followed by annual $5 million gifts, to establish a **Center for the Future of Children** at Stanford University. The Center will promote the health and well-being of minority and economically disadvantaged children from prenatal life to age six or seven. Third, **Parent Action,** a new national organization speaking out for parents and children, was formed.[55] One of the founders of this move to mobilize parent power was Dr. T. Berry Brazelton, now retired from Harvard's School of Medicine and acting full-time as a public advocate for pro-child and pro-parent laws and policies. In its first year, Parent Action set up its headquarters in Chicago, a Government Affairs Office in Washington, D.C., and a network of state coordinators, and published two issues of its quarterly, *Parent Power.*

Head Start — kind words and budget cuts

Head Start has been the most prominent remnant of the War on Poverty begun in 1965. Since its start in that year, the program has served 10,943,800 children, a very impressive figure. In 1988, it enrolled 448,464 youngsters (3% of them Asian, 4% Native American, 22% Hispanic, 33% White, and 38% Black). Ten percent of those served were five-year-

olds, 62% fours, 25% three-year-olds, and 3% under age three. Very noteworthy: 13.3% of the Head Start enrollment were handicapped children. Other fascinating figures: In 1988, there were 10,842 Head Start programs. Community Action Agencies ran 35% of them, private nonprofit groups ran 28%, and 19% were administered by public schools.

As in the past, the program received many kind words. Undoubtedly the sweetest: "George Bush believes Head Start is a national treasure," according to Dr. Louis Sullivan, Secretary of Health and Human Services, and he should know. Although it was not the President's idea, an expanded, extended-hour Head Start was talked about in congressional hearings as one possible child care solution.

The realities of 1989 were not as rosy as the sweet talk, however. Head Start's budget was increased so it could add 95,000 children . . . but hold everything! On October 16, Gramm-Rudman "sequestration" became boss. Congress and the President could not agree on a balanced budget; automatic across-the-board cuts took effect. These cost Head Start $70 million. A balanced budget was finally worked out in mid-November, but the cuts remain in effect until February 1, 1990. For the year as a whole Head Start will probably grow, but very little. Despite everyone's love and kind words, it still reaches only about 20% of the fours who need it and very, very few younger children.

As it approached its 25th birthday, Head Start launched a new program, a Family Literacy Campaign to meet the high need for literacy development among Head Start families. It also tried to cope with new rules setting much higher standards for staff (a

B.A. or A.A. degree in Early Childhood or a CDA credential) and putting a cap of 17 to 20 on class size for four- or five-year-olds. The recommended class size, incidentally, was higher than the limit set in 1965, and no "bargain" considering that Head Start is specifically for disadvantaged children.

Not everyone had kind words for Head Start. The conservative Heritage Foundation in its journal, *Policy Review*, carried a critique, "False Start? The Fleeting Gains of Head Start." As have others, it challenged the mix-up which, it claimed, credited Head Start ("a diverse locally run program which most children attend for a single year") with the gains made by High/Scope's Perry Preschool Project ("a quality preschool whose 58 children received special, in-depth programs over two years"). Some took the criticism as a call for more money for more and better early intervention, which was not exactly the authors' recommendation.

Beethoven Project fights the odds

After a year's operation, the country's single most comprehensive program for mothers and children, Chicago's Center for Successful Child Development, better known as the "Beethoven Project," came to one sobering conclusion about the immensity of the task of helping young children living in poverty. Even though generously funded by private foundations and federal, state, and local sources, the Project was finding that "you cannot in five years undo all the damage that poverty and a lack of adequate housing have done." Because of the scope of its

efforts, beginning with pregnant women in their first trimester, the Center found itself so much in the spotlight that it had to say, in effect: "Thanks but no more visitors."[46]

It's a small world after all — can we make it work?

The vivid instantaneous television reporting of events in China, the U.S.S.R., Europe, South Africa (and Lebanon, Afghanistan, Colombia, Israel — one could go on and on) made it clearer than ever that this world is one world. The future of today's young American children is inextricably tied to that of their mates the world over.

Unfortunately, many of those "mates" were not doing too well. The United Nation's Children's Fund (UNICEF) reported that half a million children — primarily in Asia, Africa, and Latin America — died last year because of worsening poverty in the developing countries. Sick and hungry neighbors do not make a "matey" world.

As much a cause for concern were warnings from a May U.N. Conference in Helsinki, representing 81 countries, that the threat to the Earth's ozone layer from chlorofluorocarbons was "an environmental time bomb."

There were bright spots in this global picture. In November the U.N. Assembly adopted an International *Convention* on the Rights of the Child. This action came 10 years after the U.N. had proclaimed 1979 as the International Year of the Child, and 30

years after children's rights were first introduced in a U.N. *Declaration*. The Convention must still be ratified by 20 countries before it becomes effective. Seemingly, these things take time. James P. Grant, Executive Director of UNICEF, told why: "Frankly, governments tend to treat children on a very low national priority, even though they use nice words" (*The New York Times*, November 21, 1989). But good steps forward, no matter how small or how slowly taken, are always welcome.

August 1989 saw a quite different development but one also holding promise for a better future. This step also took time — 12 years! Voyager 2, after sailing 4.5 billion miles, reached Neptune exactly according to plan, all 65,000 parts still working perfectly. The feat was compared to sinking a 2,260-mile golf putt! July 1989 marked another, and similar, significant date: the 20th anniversary of our first landing on the moon.

It is so trite to say it *but:* If we can land men on the moon . . . if we can fly to Neptune . . . can't we use our brains and wealth to build a better life for children here on Earth? So many simple things would help: parental leave legislation so mothers can be with their newborns or newly adopted babies without losing their jobs . . . reducing class size in kindergartens . . . extending early education to all fours, not only to those "at risk" . . . reaching threes, toddlers, and infants and their mothers with whatever help is needed so these very early years are nourishing . . . creating good child care that is affordable because it has public backing, not because teachers are underpaid. . . . Join me a year from now when I report on *A Look at 1990*. We'll see how we meet the challenge.

NOTES

All dates are 1989 unless indicated.

1. Booklets *A Look at 1971* through *A Look at 1987* are available from Hacienda Press, P.O. Box 222415, Carmel, CA 93922. *A Look at 1988* is available from NAEYC.
2. *Who Cares? Child Care Teachers and the Quality of Care in America: Report of the National Child Care Staffing Study*. Child Care Employee Project, 6536 Telegraph Ave., Oakland, CA 94609.
3. *Child Care in Michigan: A Profile*. Michigan 4-C Association, 2875 Northwind Dr., East Lansing, MI 48823.
4. "Virginia Regulatory System Needs Improvement, Report Says," *Report on Preschool Programs*, July 19.
5. *Report on Preschool Programs*, April 5.
6. See "Is There Really a Crisis in Child Care?" by Ellen Galinsky in the July *Young Children* (pp. 2-5) for an excellent summary.
7. *Tell the President: Your Family Matters*. Child Care Action Campaign, 99 Hudson St., New York, NY 10013.
8. *1988 Annual Report on the Minnesota Child Care System*. Resources for Child Caring, 450 N. Syndicate St., St. Paul, MN 55704.
9. *A Child Care Primer*. Child Care, Inc., 275 Seventh Ave., New York, NY 10001.
10. *Our Future and Our Only Hope*. National League of Cities, 1301 Pennsylvania Ave., N.W., Washington, DC 20004.
11. "Poor Women Spend Greater Share of Income for Care, Report Says," *Report on Preschool Programs*, August 2.
12. Sandra L. Hofferth, "What Is the Demand for and Supply of Child Care in the United States? *Young Children*, July.

13. Sandra L. Hofferth, "What Is the Demand for and Supply of Child Care in the United States?" *Young Children*, July, p. 29.
14. *Child Care Information Exchange*, P.O. Box 2890, Redmond, WA 98073. February and April issues.
15. The individually owned and small-chain businesses have their own new national organization, the National Child Care Association (NCCA), complete with a Washington lobbyist who argued against the "Act for Better Child Care" bill.
16. *Care of the Children of Working Mothers. Book 2, Living History Interviews*. "The Child Care Center Chronicle." Carmel, CA: Hacienda Press.
17. The country's largest employer *and* one of the largest providers of child care is the Department of Defense. According to *The New York Times*, June 25, 129,000 children were in centers at military installations, with space needed for 81,000 more. DOD proudly claimed it did more for its employees than do private-sector employers. Not all was sweetness and light, however. Among the criticisms: Some centers are antiquated, some overcrowded, and some "little more than baby-sitting warehouses."
18. "Commercial Property: The Day Care Amenity," *The New York Times*, October 15.
19. In *American Journal of Orthopsychiatry*, October.
20. "Schools That Never Close," *Newsweek*, May 15.
21. "Growing Number of Schools Are Feeling Demand for Child Care," *Education Week*, April 19.
22. "Quality Sacrificed in Proprietary Child Care," *Education Week*, June 7.
23. Sharon Lynn Kagan and James W. Newton, "For-Profit and Nonprofit Child Care: Similarities and Differences," *Young Children*, November.
24. 1988. New York: Villard Books.

25. NAEYC also made "Testing, Tracking, and Timing" the topic for its First Annual Fall Symposium on Early Childhood Policy and Advocacy.
26. "Debate Intensifying on Screening Tests Before Kindergarten," *The New York Times*, May 11; and "Gesell Institute Is Facing Uncertain Future," *Education Week*, October 26.
27. By Jacqueline Robinson. 1988. Englewood Cliffs, NJ: Prentice-Hall.
28. "More and More, Kindergarten Means a Full Day," *The New York Times*, October 4. See also "From Half Day to Full Day," *Newsweek*, June 26.
29. NGA Publications Office, 444 N. Capitol St., N.W., Suite 250, Washington, DC 20001.
30. *Child Care and Early Childhood Education Policy: A Legislator's Guide*. National Conference of State Legislatures, 1050 17th St., Denver, CO 80202.
31. Both Ford Foundation reports available free from the Foundation, 320 E. 43rd St., New York, NY 10017.
32. Robert Coles, "Is 'Sesame Street' Really on the Right Track?" *The New York Times*, November 13.
33. *Television and America's Children: A Crisis of Neglect*. New York: Oxford University Press.
34. *Education Week*, October 11.
35. PCPI publishes *Co-operatively Speaking* three times a year, holds a national conference, has a Canadian office and a U.S. headquarters (P.O. Box 90410, Indianapolis, IN 46290).
36. *DAP = Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, NAEYC's highly popular and influential book, more than 120,000 distributed.
37. Reported in Monterey Peninsula *The Herald*, December 20, 1988.

38. NAFDC, 815 15th St., N.W., Suite 928, Washington, DC 20005.
39. One 1989 divorce story with possible future implications: A Tennessee couple in an in-vitro fertilization program had seven frozen fertilized eggs when they divorced but no contract specifying the fate of the eggs. Were the cold-storage embryos joint property to be disposed of like other assets? Or does the woman have a special claim? An intriguing question. The judge, saying he had no legal precedent to guide him, decided in favor of the woman.
40. *The Health of America's Children,* Children's Defense Fund, 122 C St., N.W., Washington, DC 20001; *Profile of Child Health in the United States,* NACHRI, 401 Wythe St., Alexandria, VA 22314.
41. Issued by PACE, Policy Analysis for California Education, School of Education, Stanford University.
42. Free summary from Indiana Youth Institute, P.O. Box 26-919, Indianapolis, IN 46226.
43. *State of the Child in New York State.* Council on Children and Families, Mayor Erastus Corning 2nd Tower, 28th Floor, Empire State Plaza, Albany, NY 12223.
44. National League of Cities, 1301 Pennsylvania Ave., N.W., Washington, DC 20004.
45. Parent Action, 230 N. Michigan Ave., Suite 1625, Chicago, IL 60601. Membership $5.
46. "Beethoven Staff Pushing on Amid Intractable Ills," *Education Week,* February 1, gives an excellent description of the Center.

James L. Hymes, Jr. has served as President of the National Association for the Education of Young Children, as Vice-President of the Association for Childhood Education International, and as a member of the National Planning Committee for Head Start. During World War II he was in charge of two Kaiser Child Service Centers in Portland, Oregon. He has been Professor of Education specializing in Early Childhood Education at the State University of New York at New Paltz, at George Peabody College for Teachers, and at the University of Maryland. A graduate of Harvard College, Dr. Hymes earned his M.A. and Ed.D. degrees in Child Development and Parent Education at Teachers College, Columbia. He now lives in California and is a lecturer and consultant in Early Childhood Education.

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